



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

-Making a positive difference through education and service -

M E M O R A N D U M

CURRICULUM SERVICES

September 2001

TO: Missouri Fine Arts Teachers

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SUBJECT: Fine Arts MAP

The Missouri Assessment Program is a result of the Outstanding Schools Act of 1993. In response to this mandate, the Department of Elementary and Secondary Education has developed an assessment program that evaluates student proficiency in competencies represented in the Show-Me Standards. In the area of Fine Arts, we will assess students statewide at grade five.

The enclosed draft Fine Arts Scoring Guide, designed by the Missouri Fine Arts Task Force, is a model for local assessment. This Scoring Guide can be used with the local fine arts curriculum to plan instruction and assess student achievement.

We need your assistance to develop this model. Please use the draft Scoring Guide and respond to the enclosed Survey. Instructions are included to guide you through this process, along with a list of the benefits of participation. The Scoring Guide will be revised based on your input.

Thank you in advance for your participation in the development of this component of the Missouri Assessment Program. If you have questions, please feel free to call us at 573-751-2857 or e-mail one of the Fine Arts Task Force members.

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How to Use the Scoring Guide

1. Identify scoring guide criteria that are relevant to existing assignment/project or unit.
2. Introduce scoring guide criteria to students at beginning of assignment/project or unit.
3. Provide and discuss examples/models of each proficiency level.
4. Encourage students to use scoring guide descriptors to evaluate progress and completed work.
5. Assess student work using draft Fine Arts Scoring Guide.
6. Modify instruction/curriculum based on results.
7. Note comments to be included on Scoring Guide Survey.
8. Complete and mail Scoring Guide Survey.

August 27, 2001
DRAFT Fine Arts Scoring Guide
for Local Assessment of the *Missouri Show-Me Standards*

Criteria	★Advanced Level 4	+ Proficient Level 3	✓ Nearing Proficient Level 2	-Progressing Level 1
A. History Analysis of the past as seen through the arts Content Standard: FA 5 Process Standards: G 1.6, G 1.7, G 1.9, G 2.4, G 4.1	★ identifies and categorizes works ★ compares, contrasts, and evaluates characteristics in historic works ★ analyzes cultural context of historic works and their influences on own works	+ identifies many works + compares and contrasts characteristics in historic works + explains cultural context of historic works and their relationship to own works	✓ identifies few works ✓ explains characteristics in historic works ✓ relates art from some historical periods, movements and/or cultures to own works	- attempts to identify works - lists characteristics in historic works - attempts to relate historic works to own work

B. Criticism/Analysis Critical analysis of artistic work based upon the elements and principles of the art form Content Standards: FA 2, FA 3, FA 4 Process Standards: G 1.5, G 1.6, G 1.9, G 2.4, G 4.1	★ uses discipline-specific vocabulary to fluently describe, analyze, interpret, and evaluate works created by: <ol style="list-style-type: none"> 1. self 2. 2. peers 3. 3. artists of historical/cultural significance ★ analyzes connections among arts and other disciplines	+ uses discipline-specific vocabulary to describe, analyze, interpret, and evaluate works created by: <ol style="list-style-type: none"> 1. self 2. 2. peers 3. artists of historical/cultural significance + identifies connections among arts and other disciplines	✓ sometimes uses discipline-specific vocabulary to describe, analyze, interpret, or evaluate works created by: <ol style="list-style-type: none"> 1. self 2. peers 3. artists of historical/cultural significance ✓ makes some connections among arts and other disciplines	- rarely uses discipline-specific vocabulary to describe, analyze, or interpret works - attempts to make connections among arts and other disciplines
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Criteria	★ Advanced Level 4	+ Proficient Level 3	✓ Nearing Proficient Level 2	- Progressing Level 1
C. Aesthetics The nature of the art sand their impact on an audience Content Standard: FA 3 Process Standards: G 1.6, G 2.3, G 2.4, G 4.1	★ formulates and defends complex perceptions of works ★ supports and defends others' responses to works	+ formulates detailed perceptions of works + compares and contrasts others' responses to works	✓ explains perceptions of works ✓ describes others' responses to works	- attempts to explain perceptions of the works - attempts to describe others' responses to works

D. Product/Performance Part I: Process The process through which works of art evolve Content Standard: FA 1 Process Standards: G 1.1, G 1.3, G 1.5, G 2.1, G 2.2, G 2.5, G 3.1, G 3.2, G 3.3, G 3.4, G 3.6	★ independently expands upon assigned processes, media, and techniques ★ independently formulates problems and demonstrates problem-solving process: 1. investigates 2. develops and revises 3. produces/ performs 4. reflects (with others if required) ★ demonstrates originality consistently ★ composes original works that reflect careful planning and are effective for desired purposes ★ improves, in a continuous, self-directed manner, from past performances	+ correctly applies assigned processes, media, and techniques + identifies problems and demonstrates problem-solving process: 1. investigates 2. develops and revises 3. produces/performs 4. reflects (with others if required) + demonstrates originality with prompting + composes original works that are well-organized + improves from past performances	✓ uses some assigned processes, media, and techniques ✓ demonstrates most steps of problem-solving process: 1. investigates 2. develops and revises 3. produces/performs 4. reflects (with others if required) ✓ modifies ideas of others ✓ composes original works that reflect some planning ✓ improves minimally from past performances	- attempts to use assigned signed processes, media, and techniques - demonstrates few steps of the problem-solving process: 1. investigates 2. develops and revises 3. produces/performs 4. reflects (with others if required) - copies ideas of others - composes works without planning - remains the same as past performances
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Criteria	★ Advanced Level 4	+ Proficient Level 3	✓ Nearing Proficient Level 2	- Progressing Level 1
<p>D. Product /Performance</p> <p>Part II: Completed Work</p> <p>Terminal exhibition/ performance that demonstrates knowledge and skills in the fine arts: dance, music, theatre, and/or the visual arts</p> <p>Content Standards: FA 1, FA 2</p> <p>Process Standards: G 4.1, G 4.8</p>	<p>★ demonstrates high degree of technical skill, craftsmanship, and/or artistry</p> <p>★ synthesizes relevant historical influence with student's personal interpretation</p> <p>★ creates/recreates complex works that demonstrate assigned concepts, processes, elements, and/or principles</p> <p>★ articulates clear, well thought-out intent of artist</p>	<p>+ demonstrates technical skill, craftsmanship, and/or artistry</p> <p>+ demonstrates relevant historical influences, modified by student</p> <p>+ creates/recreates works that demonstrate many assigned concepts, processes, elements, and/or principles</p> <p>+ communicates intent of artist</p>	<p>✓ demonstrates developing technical skill, craftsmanship, and/or artistry</p> <p>✓ restates relevant historical characteristics; copied instead of personalized</p> <p>✓ creates/recreates works that demonstrate some assigned concepts, processes, elements and/or principles</p> <p>✓ attempts to communicate the intent of artist</p>	<p>- attempts to demonstrate technical skill , craftsmanship, and/or artistry</p> <p>- lacks relevant historical characteristics</p> <p>- creates/recreates work that attempt to demonstrate some assigned concepts, processes, elements and/or principles</p> <p>- does not communicate the intent of artist</p>

**The following category refers to attitudes and behaviors conducive to success.
They are to be encouraged but not assigned score points.**

Criteria	★ Advanced Level 4	+ Proficient Level 3	✓ Nearing Proficient Level 2	- Progressing Level 1
E. Responsibility Process Standards: G 4.5, G 4.6, G 4.7	★ consistently on task ★ independently uses and assists with materials and equipment appropriately ★ consistently respects students and their artistic products/equipment ★ collaborates as required	+ usually on task + uses materials and equipment appropriately + usually respects students and their artistic products/equipment + collaborates, with assistance, as required	✓ occasionally on task ✓ occasionally uses materials and equipment appropriately ✓ occasionally respects students and their artistic products/equipment ✓ works in groups, with assistance, as required	- rarely on task - rarely uses materials and equipment appropriately - rarely respects students and their artistic products/equipment - works poorly in groups

Draft Fine Arts Scoring Guide Survey

This survey should be completed after the Fine Arts Scoring Guide has been used to assess student work in your classes. Please return completed survey by **April 6, 2002**, to:

Deborah Fisher,
Fine Arts Consultant
Curriculum Services
Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102-480
Fax (573) 751-2857

Thank you for your time and effort in field testing the Fine Arts Scoring Guide and completing this survey. Please feel free to use additional pages as needed for comments.

Check each arts discipline you teach:

_____ Dance _____ Music _____ Theatre _____ Visual Art

Circle each grade level you are currently teaching:

K 1 2 3 4 5 6 7 8 9 10 11 12

Circle the grade level(s) at which you used the scoring guide:

K 1 2 3 4 5 6 7 8 9 10 11 12

Circle the number that reflects your opinion of each item:

A. Fine Arts History	This item was valuable in helping me assess the standards.				
Criteria	5 strongly agree	4 agree	3 no opinion	2 disagree	1 strongly disagree
1 identifies many artworks	5	4	3	2	1
2. compares and contrasts characteristics in historic works	5	4	3	2	1
3. explains cultural context of historic artworks and their relationship to own work	5	4	3	2	1

How would you modify or add to these statements?

B. Criticism / Analysis	This item was valuable in helping me assess the standards.				
Criteria	5 strongly agree	4 agree	3 no opinion	2 disagree	1 strongly disagree
1. uses relevant art vocabulary to describe, analyze, interpret, and evaluate works	5	4	3	2	1
2. identifies connections among arts and other disciplines	5	4	3	2	1

How would you modify or add to these statements?

Circle the number that reflects your opinion of each item:

C. Aesthetics	This item was valuable in helping me assess the standards.				
Criteria	5 strongly agree	4 agree	3 no opinion	2 disagree	1 strongly disagree
1. formulates detailed perceptions of works	5	4	3	2	1
2. compares and contrasts others' responses to works	5	4	3	2	1

How would you modify or add to these statements?

D. Product / Performance Process	This item was valuable in helping me assess the standards.				
Criteria	5 strongly agree	4 agree	3 no opinion	2 disagree	1 strongly disagree
1. correctly applies assigned processes, media and techniques	5	4	3	2	1
2. identifies problems and demonstrates problem-solving process	5	4	3	2	1
3. demonstrates originality	5	4	3	2	1
4. composes original works that are well organized	5	4	3	2	1
5. improves from past performances	5	4	3	2	1

How would you modify or add to these statements?

Circle the number that reflects your opinion of each item:

E. Product / Performance Completed Work	This item was valuable in helping me assess the standards.				
Criteria	5 strongly agree	4 agree	3 no opinion	2 disagree	1 strongly disagree
1. demonstrates technical skill, craftsmanship, and/or artistry	5	4	3	2	1
2. demonstrates relevant historical influences, modified by student	5	4	3	2	1
3. creates/recreates works that demonstrate many assigned concepts, processes, elements, and/or principles	5	4	3	2	1
4. communicates intent of artist	5	4	3	2	1

How would you modify or add to these statements?

The following category refers to attitudes and behaviors conducive to success. They are to be encouraged but not assigned score points.

F. Responsibility	This item was valuable in helping me assess the standards.				
Criteria	5 strongly agree	4 agree	3 no opinion	2 disagree	1 strongly disagree
1. is usually on task	5	4	3	2	1
2. uses materials and equipment appropriately	5	4	3	2	1
3. usually respects students and their artistic products/equipment	5	4	3	2	1
4. collaborates, with assistance, as required	5	4	3	2	1

How would you modify or add to these statements?

Demographics

1. **Check** one.

The scoring guide reflects my current teaching practice.

- ☐ strongly agree
- ☐ agree
- ☐ no opinion
- ☐ disagree
- ☐ strongly disagree

2. **Check** one.

My fine arts curriculum

- ☐ has already been aligned with the state standards.
- ☐ is in the process of being aligned with the state standards.
- ☐ has not started alignment with the state standards.

3. **Check** each one that applies.

The scoring guide was used to assess:

- ☐ individual assignment
- ☐ unit
- ☐ quarter
- ☐ semester
- ☐ end of year

4. **Check** the number of students you teach each week:

- ☐ 0 - 99
- ☐ 100 - 199
- ☐ 200 - 299
- ☐ 300 - 399
- ☐ 400+

5. **Check** the number of years you have been teaching this artform:

- ☐ 0 - 5
- ☐ 6 - 10
- ☐ 11 - 14
- ☐ 15 - 20
- ☐ 21+

6. Are there any criteria you use for assessment that are not included on this scoring guide?

I would like a copy of the results of this survey. ☐ Yes ☐ No

Optional Information:

Name: _____

School / District: _____

School Address: _____

Phone #: _____

School City: _____

Fax #: _____

School Zip-Code: _____

E-mail: _____